

Becoming a Master Manager, 6th edition Test Bank

Module 1: Creating and Sustaining Commitment and Cohesion

Multiple Choice Questions

Creating and Sustaining Commitment and Cohesion

1. What competencies are important for creating and sustaining commitment and cohesion?
 - a. Communicating honestly and effectively, working and managing across functions, setting goals and objectives
 - b. Understanding self and others, mentoring and developing others, managing and leading teams
 - c. Living with change, thinking creatively, managing change
 - d. Managing projects, designing work, managing across functions
 - e. Understanding self and others, communicating a vision for the organization, developing employees

Ans: B

Response: See page 33

Level: Easy

2. In terms of the axes of the Competing Values Framework, which values are emphasized in the human relations quadrant?
 - a. Flexibility and stability
 - b. Flexibility and external focus
 - c. Internal focus and flexibility
 - d. External focus and stability
 - e. Stability and internal focus

Ans: C

Response: See page 33

Level: Easy

3. Within the human relations quadrant, a key assumption is that the best way to develop committed and involved employees is to
 - a. Let them develop their own job descriptions
 - b. Give them annual pay increases

- c. Give them opportunities to mentor other employees
- d. Encourage them to use creative thinking techniques
- e. Provide them with opportunities to be involved in organizational processes

Ans: E

Response: See page 33

Level: Medium

4. A key paradox of that managerial leaders face within the human relations model is that:
- a. Trying to develop a deeper understanding of self and others can lead to mistrust of employees
 - b. An emphasis on developing employees may require managerial leaders to hire individuals who are not qualified
 - c. When a manager communicates his or her vision, it can lead employees to feel that they are not included in decision-making processes
 - d. An overemphasis on developing cohesion and commitment by involving employees in decision-making processes can lead to inappropriate involvement of employees in some decisions
 - e. Encouraging creative thinking by employees can lead to a lack of planning

Ans: D

Response: See page 34

Level: Medium

Understanding Self and Others

5. The work on emotional intelligence includes three dimensions of self-awareness including which of the following?
- a. Emotional avoidance
 - b. Self-confidence
 - c. Self-deprecation
 - d. Emotional contagion
 - e. Self-expression

Ans: B

Response: See page 39

Level: Medium

6. The Five-Factor Model of personality includes all of the following except?

- a. Extraversion
- b. Thinking
- c. Neuroticism
- d. Agreeableness
- e. Conscientiousness

Ans: B

Response: See page 40

Level: Easy

7. Individuals who score high on this factor of the Five-Factor model of personality are described as organized, responsible, and self-disciplined.
- a. Conscientiousness
 - b. Extraversion
 - c. Thinking
 - d. Neuroticism
 - e. Agreeableness

Ans: A

Response: See page 40

Level: Easy

8. Individuals who score high on this factor of the Five-Factor model of personality are described as often anxious, insecure, emotional, and tend to worry a lot.
- a. Conscientiousness
 - b. Extraversion
 - c. Thinking
 - d. Neuroticism
 - e. Agreeableness

Ans: D

Response: See page 40

Level: Easy

9. Individuals who score high on this factor of the Five-Factor model of personality are described as good-natured, trusting of others, and forgiving of their mistakes.
- a. Conscientiousness
 - b. Thinking
 - c. Neuroticism
 - d. Agreeableness

- e. Extraversion

Ans: D

Response: See page 40

Level: Easy

10. The Myers-Briggs Type Inventory (MBTI) is one of several personality assessments based on the work of :

- a. Freud
- b. Keirsey
- c. Jung
- d. McCrae
- e. Goleman

Ans: C

Response: See page 41

Level: Medium

11. Which dimension of the Myers-Briggs Type Inventory describes us in terms of what we pay attention to when we gather data?

- a. Introversion-extraversion
- b. Thinking-feeling
- c. Sensing-intuition
- d. Trusting-untrusting
- e. Judging-perceiving

Ans: C

Response: See page 40

Level: Medium

12. Which dimension of the Myers-Briggs Type Inventory describes us in terms of our approaches to life and thinking style?

- a. Introversion-extraversion
- b. Thinking-feeling
- c. Sensing-intuition
- d. Judging-perceiving
- e. Trusting-untrusting

Ans: D

Response: See page 41

Level: Medium

13. Which quadrant of the Johari Window represents the aspects of yourself that are known both to yourself and others with whom you interact?
- a. Open
 - b. Blind
 - c. Available
 - d. Hidden
 - e. Unknown

Ans: A

Response: See page 42

Level: Easy

14. Which quadrant of the Johari Window represents the aspects of yourself that others see but you do not recognize?
- a. Open
 - b. Blind
 - c. Available
 - d. Hidden
 - e. Unknown

Ans: B

Response: See page 42

Level: Easy

15. Which quadrant of the Johari Window represents the aspects of yourself that you know but do not reveal to others?
- a. Open
 - b. Blind
 - c. Available
 - d. Hidden
 - e. Unknown

Ans: D

Response: See page 42

Level: Easy

16. Which quadrant of the Johari Window represents the aspects of yourself that are neither known to you or others?
- a. Open
 - b. Blind
 - c. Available
 - d. Hidden
 - e. Unknown

Ans: E

Response: See page 42

Level: Easy

17. Which of the following is true about the Johari Window?
- a. Choosing to withhold your personal information from others increases the unknown quadrant.
 - b. When you get to know someone better, your blind quadrant gets larger.
 - c. Learning more about yourself reduces your hidden quadrant.
 - d. When you tell other people about yourself, your hidden area gets smaller.
 - e. All of these are true about the Johari Window.

Ans: D

Response: See page 43

Level: Medium

18. Which of the following is **NOT** one of the guidelines for asking for feedback?
- a. Prepare to hear things that may make you uncomfortable.
 - b. Be specific about the types of information you are looking for and how you will use this information.
 - c. Be aware that the person giving you the feedback is describing his/her perception of the situation.
 - d. Do not ask questions about the feedback because it may make the person giving the feedback feel defensive.
 - e. Express your appreciation for the person who has given you feedback.

Ans: D

Response: See page 43

Level: Medium

19. How can you increase your empathy?
- a. First move away from your own problems and concerns.

- b. Look to see whether the other person's words are congruent with their nonverbal signals.
- c. Focus on understanding the other person's reactions, without feeling that you need to agree with the other person.
- d. Use reflective listening to see if there are things the other person is not saying.
- e. All of these are ways you can increase your empathy.

Ans: E

Response: See page 43

Level: Medium

Communicating Honestly and Effectively

20. What is the first step of the communication process?

- a. Encoding
- b. Choosing a medium
- c. Reducing noise
- d. Decoding
- e. Feedback

Ans: A

Response: See page 49

Level: Easy

21. In the communication process, what is the step where we translate a set of ideas into a system of symbols such as words or numbers?

- a. Encoding
- b. Noise
- c. Decoding
- d. Selecting a medium
- e. Feedback

Ans: A

Response: See page 49

Level: Easy

22. In which stage of the communication process will noise occur?

- a. Encoding
- b. Decoding
- c. Feedback

- d. Recoding
- e. Noise can occur at any point in the process

Ans: E

Response: See pages 49-50

Level: Easy

23. What aspects of communication does the richness of a medium describe?
- a. The number of words a medium can convey in a specific statement
 - b. How well the medium can handle multiple pieces of information simultaneously
 - c. The total length of an overall conversation conveyed by the medium
 - d. The degree to which the medium allows noise in the conversation
 - e. None of these

Ans: B

Response: See pages 49-50

Level: Medium

24. Which barrier to effective interpersonal communication occurs when the sender has difficulty expressing the concept?
- a. Hidden agendas
 - b. Hostility
 - c. Inarticulateness
 - d. Status
 - e. Difference in communication styles

Ans: C

Response: See page 51

Level: Medium

25. Which barrier to effective interpersonal communication occurs when the sender has motives that he or she prefers not to reveal?
- a. Hidden agendas
 - b. Hostility
 - c. Inarticulateness
 - d. Status
 - e. Difference in communication styles

Ans: A

Response: See page 51

Level: Easy

26. Which barrier to effective interpersonal communication occurs when the sender crafts a message so as to impress and not offend a person in a position of authority?
- a. Status
 - b. Hidden agendas
 - c. Hostility
 - d. Inarticulateness
 - e. Difference in communication styles

Ans: A

Response: See page 51

Level: Easy

27. Which barrier to effective interpersonal communication occurs when the receiver is already angry with the person sending the message and thus interprets any new message in a negative way?
- a. Status
 - b. Hostility
 - c. Hidden agendas
 - d. Inarticulateness
 - e. Difference in communication styles

Ans: B

Response: See page 51

Level: Easy

28. What kind of information would you expect to find in Chris Argyris' "left-hand column?"
- a. Things people are saying
 - b. Things people are feeling but not saying
 - c. Ways other people might respond to what is being said
 - d. "Discussables"
 - e. Extraneous thoughts not related to the conversation

Ans: B

Response: See page 52

Level: Easy

29. Which of the following is true about reflective listening?
- a. It is based on empathy
 - b. With reflective listening, one becomes a helper who tries to facilitate the sender's communication.
 - c. When you are practicing reflective listening, you are trying to keep the other person talking.
 - d. All of these are true about reflective listening.
 - e. It is based on empathy and with reflective listening, one becomes a helper who tries to facilitate the sender's communication, but when you are practicing reflective listening, you are not trying to keep the other person talking.

Ans: D

Response: See page 54

Level: Medium

Mentoring and Developing Others

30. Which characteristics below describe performance management systems that are based on organizational values reflecting involvement, communication and trust?
- a. They are used as a time to clarify the employee's career needs
 - b. They are conducted on an annual basis
 - c. They focus solely on employee performance
 - d. The performance review is seen as a time to clarify standards
 - e. All of these

Ans: A

Response: See pages 58-60

Level: Medium

31. Which guideline should be followed in developing an effective performance management system?
- a. Feedback should be given only once a year.
 - b. Feedback should be oral only.
 - c. The employee should be encouraged to complete a self-evaluation.
 - d. Employees should not participate in designing the program that will be used to evaluate them.
 - e. Only general feedback on employee behavior over the past year should be provided.

Ans: C

Response: See page 62

Level: Medium

32. Which of the following is **NOT** a step an effective performance management system?
- a. Performance assessment
 - b. Performance planning
 - c. Performance review
 - d. Performance enhancement
 - e. Performance execution

Ans: D

Response: See pages 60-61

Level: Easy

33. Which of the following activities should be part of performance planning process?
- a. Providing feedback to the employee on recent behaviors
 - b. Conducting a meeting with the employee to discuss performance expectations for the next 12 months
 - c. Developing a form that can be used to assess the employee's contribution to the organization
 - d. Developing a long-term plan for increasing one's promotability
 - e. All of these

Ans: B

Response: See page 60

Level: Medium

34. Which of the following activities should be part of a performance review meeting?
- a. Making sure the employee is in the right frame of mind to receive feedback
 - b. Focusing first on positive behaviors
 - c. Asking the employee about for ideas about key areas for improvement
 - d. Asking the employee for a self-evaluation
 - e. All of these activities should be included in a performance review meeting

Ans: E

Response: See page 61

Level:

35. Guidelines for giving feedback include all of the following, **EXCEPT**?

- a. Give feedback in a private place.
- b. Provide feedback on only the negative behaviors that need to be changed.
- c. Present specific examples of behaviors you have observed.
- d. Allow the receiver time to respond.
- e. Ask the receiver to clarify, explain, change, or correct.

Ans: B

Response: See page 63

Level: Easy

36. Which of the following activities is part of the manager's role as a coach?
- a. Helping employees develop their self-awareness
 - b. Emphasizing goals and standards as a means to enhance performance results
 - c. Providing the employee with specific information the employee needs to enhance work performance
 - d. All of these
 - e. Helping employees develop their self-awareness and emphasizing goals and standards as a means to enhance performance results, but not providing the employee with specific information the employee needs to enhance work performance

Ans: D

Response: See page 64

Level: Medium

37. Which of the following criteria can be used to differentiate coaching from mentoring?
- a. Coaches focus on performance results, whereas mentors focus on long-term career goals.
 - b. Coaches tend to be the employee's direct supervisor, whereas mentors are likely to be higher up in the organizational hierarchy.
 - c. Coaches work with the full work unit as a team, whereas mentors focus on the one-on-one relationship with employees.
 - d. Coaches should be generally aware of the employee's strengths and weaknesses, whereas mentors should focus specifically on the employee's strengths.
 - e. All of these

Ans: B

Response: See page 64

Level: Medium

38. Which of the following is **NOT** a key to effective delegating?
- a. Clarify, in your own mind, what it is that you want done before meeting with the employee.
 - b. Assign tasks that require your employees to go beyond their current abilities and step in immediately if things start to get off track.
 - c. Meet with the employee to discuss your expectations and answer any questions the employee may have.
 - d. Allow the employee to do the task in a way that is most comfortable for the employee.
 - e. Hold the employee responsible for the work and any difficulties that may occur.

Ans: B

Response: See pages 66-67

Level: Easy

39. Which of the following is a key to effective delegating?
- a. Make sure the employee works only on the assignment you are delegating rather than on other regular tasks.
 - b. Decide how often you will meet with the employee to review progress, and only discuss progress during those meetings.
 - c. Tell the employee exactly how to do the task so you are not disappointed with the results.
 - d. Rush to the rescue at the first sign of failure.
 - e. Recognize the employee's accomplishments and show appreciation.

Ans: E

Response: See page 67

Level: Easy

Managing Groups and Leading Teams

40. Which of the following characteristics can be used to differentiate teams from groups?
- a. Team members share common values.
 - b. Team members work together interdependently.
 - c. Team communication structures increase the amount of face-to-face interaction.
 - d. All team members have similar levels of knowledge, skills, and abilities.
 - e. All of these are characteristics of teams.

Ans: B

Response: See pages 72-73

Level: Medium

41. All of the following are advantages of involving employees in the decision-making process **EXCEPT**?
- a. There is greater knowledge or expertise brought to bear on the problem.
 - b. Employees have a greater commitment to implementing a decision in which they were involved.
 - c. Increasing the number of people involved in the decision reduces the time it takes to reach a decision.
 - d. Involving employees enhances their skills and abilities and helps them grow and develop as organizational members.
 - e. Employee participation allows for a wider range of values and perspectives to be discussed in the decision-making process.

Ans: C

Response: See pages 75-76

Level: Easy

42. All of the following are disadvantages of involving employees in the decision making process **EXCEPT**?
- a. If employees do not have the proper expertise, participative decision making will likely result in a low-quality decision.
 - b. Employees are often able to identify potential obstacles to implementing a decision as well as ways to avoid them.
 - c. If meetings are not well structured, individuals with appropriate expertise may fail to contribute to the discussion.
 - d. When group members are overly cohesive, they may also become overly concerned with gaining consensus and suffer from groupthink.
 - e. If meetings are not well structured, individuals with little or insufficient knowledge can over-contribute and dominate the discussion.

Ans: B

Response: See page 76

Level: Medium

43. What is role conflict?
- a. It occurs when an individual perceives information regarding his or her job to be inconsistent or contradictory.
 - b. It occurs when an individual does not have enough information about what he or she should be doing.
 - c. It occurs when an individual does not like what he or she should be doing.

- d. It occurs when two employees disagree about how quickly a task can be accomplished.
- e. None of these is a description of role conflict.

Ans: A

Response: See page 78

Level: Medium

44. Which of the following statements describes the roles individuals take on in groups?
- a. Each role is best played by only one person.
 - b. Group members can take on roles that either facilitate or hinder team effectiveness.
 - c. Most people are most comfortable playing one or two roles during team meetings.
 - d. Each role is best played by only one person and most people are most comfortable playing one or two roles during team meetings.
 - e. Group members can take on roles that either facilitate or hinder team effectiveness and most people are most comfortable playing one or two roles during team meetings.

Ans: E

Response: See page 78

Level: Medium

45. A manager should do all of the following **EXCEPT** which one to prepare for an effective meeting?
- a. Set objectives for the meeting
 - b. Select appropriate participants for the meeting
 - c. Prepare and distribute an agenda at the meeting
 - d. Select an appropriate time and place to meet
 - e. Ensure whether special equipment if necessary for the meeting

Ans: C

Response: See page 80

Level: Medium

46. Which of the following suggestions will help a manager run an effective meeting?
- a. Start the meeting 15 minutes after the scheduled start time to allow people time to socialize.
 - b. Use the agenda only as a general guideline, be flexible enough to add and subtract items.

- c. Make sure that someone is taking minutes.
- d. Allow people to contribute as they are comfortable; do not call on people for participation.
- e. Schedule the meeting for a longer period of time than needed, just in case additional issues come up for discussion.

Ans: C

Response: See pages 80-81

Level: Medium

47. Teams go through four stages of development that include all of the following except?
- a. Storming
 - b. Forming
 - c. Performing
 - d. Conforming
 - e. Norming

Ans: D

Response: See pages 82-83

Level: Easy

48. In which stage of development are the goals of the group established and the task defined?
- a. Storming
 - b. Forming
 - c. Performing
 - d. Reforming
 - e. Norming

Ans: B

Response: See page 82

Level: Easy

49. In which stage of development do team members learn more about the task and test interdependencies?
- a. Storming
 - b. Forming
 - c. Performing
 - d. Reforming
 - e. Norming

Ans: A

Response: See page 82

Level: Easy

50. Team building activities

- a. Can only be used effectively in the forming and storming stages of team development.
- b. Can focus on either clarifying roles or assessing performance.
- c. Should be isolated events that are only used if the team is having problems.
- d. Should emphasize the importance of getting all team members to like one another.
- e. Should focus on the team as a whole, rather than how individuals are fulfilling their roles

Ans: B

Response: See pages 83-85

Level: Medium

Managing and Encouraging Constructive Conflict

51. Which of the following is true about conflict?

- a. The consequences of conflict depend upon the type of conflict
- b. The consequences of conflict are often negative, so it should be discouraged
- c. Conflict is inevitable, so it should be managed, rather than avoided.
- d. All of these are true about conflict
- e. The consequences of conflict depend upon the type of conflict and conflict is inevitable, so it should be managed, rather than avoided, but the consequences of conflict should not be discouraged.

Ans: E

Response: See pages 90-91

Level: Medium

52. What is the key message of the Abilene Paradox?

- a. People should value challenges over unquestioning acceptance of a group decision
- b. People should choose the location for their vacation carefully
- c. Vacations with close family or friends can result in disagreements
- d. All of these describe the key message of the Abilene Paradox
- e. None of these describe the key message of the Abilene Paradox

Ans: A

Response: See page 91

Level: Easy

53. All of the following are reasons conflict occurs in organizations **EXCEPT**?

- a. Competition for scarce resources
- b. Similar goals
- c. Differing worldviews held by different cultural groups
- d. Communication errors
- e. Differences in values

Ans: B

Response: See page 92

Level: Easy

54. Which conflict management approach allows both parties to fully meet their needs?

- a. Collaboration
- b. Competition
- c. Avoidance
- d. Compromise
- e. Accommodation

Ans: A

Response: See page 95

Level: Easy

55. Which conflict management approach is most assertive and least cooperative?

- a. Collaboration
- b. Competition
- c. Accommodation
- d. Compromise
- e. Avoidance

Ans: B

Response: See page 95

Level: Easy

56. Which conflict management approach is described as unassertive and uncooperative?

- a. Collaboration
- b. Competition
- c. Avoidance
- d. Accommodation
- e. Compromise

Ans: C

Response: See page 94

Level: Easy

57. Which conflict management approach is most appropriate when quick decisive action is vital or where unpopular actions need implementing?

- a. Collaboration
- b. Competition
- c. Accommodation
- d. Avoidance
- e. Compromise

Ans: B

Response: See page 95

Level: Easy

58. Which conflict management approach is most appropriate when opponents with equal power are committed to mutually exclusive goals?

- a. Collaboration
- b. Competition
- c. Avoidance
- d. Compromise
- e. Accommodation

Ans: D

Response: See page 95

Level: Medium

59. Which conflict management approach is identified as solution-oriented?

- a. Compromising
- b. Collaborating
- c. Competing
- d. Both compromising and collaborating but not competing

- e. Both compromising and competing but not collaborating

Ans: D

Response: See page 95

Level: Easy

60. Which of the following statements is true about advocacy groups?
- a. They are a method for stimulating conflict.
 - b. They are similar to the collaborative method of conflict resolution.
 - c. Their purpose is to create higher quality decisions.
 - d. All of these are true about advocacy groups.
 - e. They are similar to the collaborative method of conflict resolution and their purpose is to create higher quality decisions but they are not a method for stimulating conflict.

Ans: D

Response: See page 98

Level: Medium

Module 1: ***Creating and Sustaining Commitment and Cohesion***

Essay Questions

M1: Overview

M1-1. Describe the organizational goals and associated paradoxes of the human relations model. (Response: see pages 33-35)

Sample response: The primary goal of the human relations model is to develop employees who are committed to the organization. To develop employees, the human relations model focuses on using performance management systems that provide employees with regular feedback and on involving employees in organizational decision making, which requires employees to be effective communicators and to be open to the ideas and opinions of other employees. Developing employees' skills and abilities, however, takes time, so that managerial leaders may find that their work groups/teams become less effective/efficient in the short run when they focus on developing employees' skills and abilities to become more effective/efficient in the long run. Similarly, when employees are involved in organizational decisions, decision making can be more time consuming in the short run, even if decision-making processes produce more effective decisions that save time in the long run.

M1C1: Understanding Self and Others

M1C1-1. Evaluate yourself in terms of Goleman's three dimensions of self-awareness. Provide specific examples to support your self-analysis. (Response: see page 39)

Note: Students should evaluate their own level of self-awareness in terms of emotional awareness, self-assessment, and self-confidence and provide specific, accurate examples to support their choices. Self-Awareness involves recognizing your own emotions and how they affect you and others. Self-assessment involves knowing your strengths and limits and being open to feedback that can help you to value self-development and continuous learning. Self-confidence refers to an awareness of one's self-worth and capabilities. Students should provide specific examples to support their assertions.

M1C1-2. Describe your own personality in terms of the Five-Factor Model and/or the Myers-Briggs Type Inventory. Identify and analyze a specific time when personality differences caused conflict in your life. (Response: see pages 39-41)

Note: You can have students use one or both typologies to describe their personality. With respect to the Five-Factor Model, students should try to describe themselves in

terms of the Five-Factor Model components of neuroticism, extraversion, openness to new experience, agreeableness, and conscientiousness. With respect to the Myers-Briggs type Inventory, students should describe themselves in terms of the four dimensions of introversion/extraversion, sensing/intuition, thinking/feeling, and judging/perceiving.

Students should describe a specific situation where they experienced conflict because of personality type identified above. The examples should be explicit in describing the aspect of personality related to the conflict and in describing how it caused conflict. For example, they might describe a situation where they and a friend differed along either the Five-Factor Model or MBTI introversion/extraversion dimension and one friend wanted to go to a party to meet new people and the other wanted to do an activity that was more private. Another example might involve the MBTI sensing/intuition dimension, where one individual saw a situation in terms of the “big picture” and the other focused on the details.

M1C1-3. Think about an organizational situation where you are a member (e.g., a work situation, a student club). Choose a person you interact with regularly and draw your own Johari Window based on this relationship. What might you gain by revealing something from your Hidden area? What might you find out about your Blind area? (Response: see pages 42-43)

***Note:** To the degree possible, students should describe a specific personal relationship and comment on each quadrant of the Johari Window. They will likely have difficulty commenting on the Unknown area and should not be penalized for not commenting on this quadrant beyond providing a definition. We would expect that the student would report a larger open quadrant and smaller hidden quadrant with a close friend than with a boss or new acquaintance. Student should identify something specific they can gain by decreasing the size of both the Hidden and Blind areas.*

***Sample Response:** I am the vice president of Student Club X and I work closely with the president on many projects. In the open quadrant, which includes aspects of me that are known to others and known to self, it is obvious that I am a white man. I also talk often about my Jewish heritage and about my learning disability, and I am very outgoing, so these are in the open area. In terms of the blind quadrant, which includes aspects that are known to others and not known to self, I am not aware of whether the president feels supported by me. This is an area where I could ask for feedback and find out whether there is more I could do to support the president in meetings. The hidden quadrant includes aspects I know about myself, but have not shared with others. I have never talked about the fact that my parents fight a lot and I am afraid that they might be talking about getting divorced. I have been struggling with this and it is the reason that I am sometimes not in a very good mood. If the president knew this, she might not get as angry with me when I withdraw in a meeting or don't complete all my tasks. Since the unknown quadrant includes aspects I do not know about myself and others do not know about me either, I cannot to describe our relationship in this quadrant.*

M1C2: Communicating Honestly and Effectively

M1C2-1. Describe a situation where you asked for feedback and one where you gave feedback. Using the communication model presented in this module and what you have learned about effective communication, evaluate the communication in both situations. Which of the guidelines for effective communication were used in these situations? (Response: see pages 49-54)

Note: The student should describe two specific feedback sessions. They should include information about the communication process (communicator, encoding, message and medium, decoding, receiver, feedback and noise). They may also evaluate each according to the barriers to effective communication (inarticulateness, hidden agenda, status, hostility, distractions and differences in communication styles).

Both situations should be evaluated in terms of the rules for effective communication which include: be clear on who the receiver is, know what your objective is, analyze the climate, review the message in your head before you say it, communicate using words and terms that are familiar to the other person, if the receiver seems not to understand-clarify the message, if the response is seemingly critical-do not react defensively..

Sample Response: *I am working on my senior research project with my advisor (communicator). We meet face-to-face (medium) in her office every week to discuss my progress. I have written up some of my findings and she writes notes on my work and also explains her thinking. She also asks if I have questions, which helps make sure that I am decoding the message she encoded in trying to improve my work. When we meet, sometimes her phone rings or another student comes to the door (distractions), but we try to minimize the noise. One thing that motivates me is that she always gives me positive feedback as well as suggestions for improvement.*

The second situation involves a club where I was an officer last year. There were eight officers in my club and only five of us came to meetings regularly and provided any leadership. At one point, the five of us decided to give the other three some feedback. We did meet face-to-face (medium) in a small group study room in the library (minimize noise and distractions), but we didn't sufficiently plan out our message (encoding) and, since we were afraid to hurt their feelings we were not very articulate. We should have been more direct in our communication, but practiced reflective listening and tried to hear their side of the story.

M1C2-2. Describe a recent communication exchange where noise got in the way of effective communication. Identify each step of the communication process and identify why the problems occurred. (Response: see pages 49-52)

Note: Students should describe each step of the communication process. The communicator is the person sending the message. He/she translates a set of ideas into words or numbers (encoding). The message is transmitted through a written, oral, or nonverbal medium. Once the message is received, the receiver must decode it, by

interpreting the symbols of the message. The final step is feedback, which goes through the entire process again with the receiver taking on the role of the sender. Noise is present throughout the entire process and is anything that can distort the message. Students may describe a variety of barriers to effective communication as sources of noise (inarticulateness, hidden agenda, status, hostility, distractions and differences in communication styles).

Sample response: *Last week I had an argument with my roommate because I am a fairly neat person and she is not. It was really bothering me that her clothes were all over the place (bed, desk, chair), even though they were on her side of the room. I told her we needed to talk, closed the door and tried to explain to her that it really bothered me that the room looks like a mess (message). I told her, “I know that we both live in this room and that neither of us makes the rules, but that it was affecting my mood to come back to a sloppy room everyday (encoding). That made her mad (hostility) and she told me that she could do whatever she wanted on her side of the room (feedback). One of the problems was that I did not check whether this was a good time for her to talk and she was probably also angry (hostility) because she was trying to write a paper that was due this week (distractions).*

M1C2-3. Diagram a recent conversation using the left-hand column exercise. How might the outcome have been different if the left-hand column issues had been appropriately addressed in the conversation? (Response: see pages 52-54)

Note: *Students should describe the actual words used in a conversation in the right-hand column and the hidden thoughts that were going on in the conversation in the left-hand column. The conversation should involve at least ten statements by each individual. The student should identify some specific places where “moving” thoughts and feelings from the left-hand column to the right-hand could have made the outcome of the conversation more positive/effective.*

M1C2-4. Give examples of some “left-hand column” thoughts that should not be communicated and explain why those thoughts should remain in the “left-hand column.” (Response: see pages 52-54)

Note: *Students will likely provide examples of personal thoughts or generalizations about other people, such as thinking that a particular individual is lazy or acting vindictively. Students should recognize that in many instances, what should remain unsaid is the evaluative element; a description of the behavior that is causing problems probably would help to clarify the situation. Students need to recognize that it is difficult to give people feedback on negative behaviors, and that no matter how carefully one phrases feedback, the other person is likely to be offended when that feedback suggests that she/he needs to alter her/his behavior. Nevertheless, feedback on the specific behavior should not remain in the “left-hand column.”*

M1C3: Mentoring and Developing Others

M1C3-1. Describe the performance evaluation where you work. Evaluate its effectiveness given what you now know about the problems and uses of performance evaluations. Provide suggestions for improvement. (Response: see pages 60-61)

Note: This question can only be used if students are employed by organizations where there is a performance evaluation process. Students should describe the performance evaluation process in terms of whether there is a full process—performance planning, performance execution, performance assessment, and performance review—and describe the effectiveness of each step. For example, students can evaluate how much opportunity there is for individuals to participate in setting performance expectations (performance planning) or if they have an opportunity for a self-evaluation (performance review).

M1C3-2. Explain the benefits of delegation for the organization, the manager and the employee to whom the task is delegated. If you were deciding whether or not to delegate a particular task, what would be the most important steps in making that decision? (Response: see pages 65-67)

Sample Response: While some managers avoid delegation because they think it makes them look like they are simply trying to hand off work to those who are lower in the organizational hierarchy, delegation can benefit the organization, the manager and the employee. Employees benefit because they may learn a new skill or task that potentially makes their job more enjoyable and also makes them more promotable. The task may also help them learn more about key aspects of the organization, which would also make them more valuable as employees. The manager benefits because he/she can free up time to do other work that needs to be done. The organization benefits because both the employee and the manager are doing work that is important for effective organizational functioning. In deciding whether or not to delegate a task, I would first make sure I had a clear understanding of the task I wanted to delegate and then think about which employee(s) would be most appropriate to take on this task, thinking both about the employee's current work load and whether this task has potential for helping this employee's growth and development.

M1C4: Managing Groups and Leading Teams

M1C4-1. Identify a group to which you belong. This group can be a work unit or a group in your personal life, such as a student club or a place where you do volunteer work. Use the characteristics of teams to determine whether this group functions as a team. Use specific examples to defend your choice. (Response: see pages 72-73)

Note: Students may describe a wide variety of group. The key is for them to provide specific examples from their experiences in the group to support their assertion regarding whether or not the group functions as a team.

In particular, students should address whether the group is committed to a common goal or purpose and group members work interdependently, whether group members have clear roles and responsibilities and understand how they each contribute to the common goal, and whether group members are both willing to express ideas and listen others' ideas, with the expectation that civilized disagreement will lead to the best decision or other organizational outcome.

M1C-2. What are some of the advantages and disadvantages of team decision making? Identify a specific situation where team decision making is appropriate and one where it is not appropriate and explain why it is or is not appropriate. (Response: see pages 75-76)

***Note:** Given the current emphasis on team (participative) decision making, organizations can overuse or misuse this approach. Students need to understand that although team (participative) decision making has many advantages, it also has its drawbacks. Managers need to consider the advantages and disadvantages before deciding to share decision-making responsibilities with their work unit.*

***Sample Response:** Team decision making is based on the assumption that employees should have the opportunity to have input into decisions that affect their lives. In addition, there are many advantages to team decision making. For example, team decision making can bring more complete information and knowledge into the process. Team decision making also creates the potential for new ideas to surface if team members combine ideas and learn from multiple perspectives. Teams made up of individuals with differing backgrounds and perspectives may also be better able to see how a proposed solution might have different outcomes or impacts on different groups. On the other hand, team decision making takes time. As the number of people who are involved in a decision increases, so does the time it takes to reach a decision. In addition, if individuals involved do not have the proper expertise, team decision making can result in a low-quality decision. Finally, when team members are overly cohesive, they may also become overly concerned with gaining consensus (groupthink). In these situations, team members may avoid being critical of others' ideas and, as a result, they do not critically evaluate options. In situations where there are many different options, but no clear alternative, team decision making can help surface concerns, as well as increase the likelihood that team members will become committed to the decision. On the other hand, when a decision needs to be made quickly, and team members have no additional information, it may be more important for the manager to make the decision since there are limited benefits to involving team members and potential costs if the decision is not made in a timely manner.*

M1C4-3. Trace a group through the stages of team development. Describe each stage and specific examples from a group of which you are/were a member. (Response: see pages 82-83)

***Sample Response:** The first stage is forming. In this stage, the goals of the group are established and the task is defined. This semester I am an officer of a student club and*

the when the officers met the first time we had to decide what we wanted to accomplish for the semester. The second stage is storming. In this stage, we got a better sense of each others' work styles and figured out how we were going to communicate with each other. The third stage is norming. In this stage, we set the ground rules and made sure that everyone knew his/her role as an officer. In the fourth stage, performing, we were able to present ourselves to the members as a well-functioning team. We had met several times as the club officers and knew that we could rely on each other. At the end of this year, we will go through the fifth stage, adjourning, and we will hand over the leadership of the club to new officers (although some of us may remain through next year).

M1C4-4. Describe a meeting you recently attended. Evaluate its effectiveness in terms of the suggestions for preparing a meeting, running a meeting, and following up on the meeting. (Response: see pages 79-81)

Students should describe a meeting in detail. They should evaluate the meeting in terms of the following suggestions for preparing for a meeting: set objectives for the meeting, select appropriate participants for the meeting, select an appropriate time and place to meet, prepare and distribute an agenda in advance. Evaluate the meeting in terms of the following suggestions for running the meeting: start on time, make sure that someone is taking minutes where necessary, review the agenda and check whether there are any necessary adjustments, make sure that participants know each other, follow the agenda, minimize the number of interruptions, be aware of everyone's contributions, conclude the meeting by reviewing or restating any decisions reached and assignments. Evaluate the meeting in terms of the following suggestions for following up the meeting: distribute meeting minutes in a timely manner, periodically check with individuals as to their progress on assignments.

M1C5: Managing and Encouraging Constructive Conflict

M1C5-1. Compare and contrast the five conflict management styles. (Response: see pages 93-96)

***Sample Response:** The five conflict handling styles differ in their emphasis on cooperativeness and assertiveness. Avoidance is low on both assertiveness and cooperativeness. Competition is high on assertiveness and low on cooperativeness. Accommodation is high on cooperativeness and low on assertiveness. Collaboration is high on both assertiveness and cooperativeness. Compromise is the mid-point for both assertiveness and cooperativeness.*

Both collaboration and accommodation are high on cooperativeness but collaboration focuses on cooperating in a way that helps both sides meet their goals. Both competition and collaboration are high on assertiveness but again collaboration focuses on ways that both sides can win.

M1C5-2. Identify your preferred conflict management style. Describe a conflict episode when this style was appropriate and one where it was inappropriate. (Response: see pages 96)

Note: Students should identify their preferred style or the style they are most comfortable using. The students should describe two specific situations, one when they were in a conflict where this style was appropriate and one where this style was not appropriate. The competing style is appropriate in situations where quick decisive action is vital, when there are important issues where unpopular actions need implementing, when issues vital to the organizations' welfare arise and you know you have the correct approach, or when other parties are likely to take advantage of noncompetitive behavior.

Collaborating is appropriate when it is important to find an integrative solution because both sets of concerns are too important to be compromised, when your objective is to learn, when it is important to merge insights from people with different perspectives, when it is important to gain commitment by incorporating concerns into consensus, and when it is necessary to work through feelings which have interfered with a relationship. Compromising is appropriate when goals are important but not worth the potential disruption of more assertive styles, when opponents with equal power are committed to mutually exclusive goals, when it is better to achieve temporary settlements to complex issues, when it is possible to arrive at expedient solutions under time pressure, and as a backup when collaboration and competition is unsuccessful.

Avoiding is appropriate when an issue is trivial, when more important issues are pressing, when you perceive no chance of satisfying your concerns, when potential disruption outweighs the benefits of the resolution, when it is important to let people cool down and regain perspective, when gathering information supersedes immediate decision, when others can resolve the conflict more effectively, and when the issues seem indicative of other issues. Accommodating is appropriate when you find you are wrong, and you want to allow a better position to be heard, you want to learn, or you want to show your reasonableness. It is also appropriate when issues are more important to others than to you and you want to satisfy others and maintain cooperation, when you want to build social credits for later issues, or when you want to minimize loss when you are outmatched and losing. It can also be used when harmony and stability are especially important or if you want to allow other parties to develop by learning from mistakes.